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ABSTRACT

This practicum was designed so that high school seniors would have the opportunity to apply for and receive scholarships to further their education. A strategic plan was organized to increase the awareness of the available scholarships, grants, and financial aid of high school seniors. Activities included: soliciting business donations; publishing and distributing a bimonthly scholarship newsletter; constructing a scholarship bulletin board and scholarship files; holding monthly meetings with the students of the senior class; holding parent conferences; and organizing a formal financial aid meeting with an expert in the field of financial aid. The culminating activity was a senior awards ceremony honoring those students who won or received scholarships throughout the school year. Analysis of the data revealed that 67 percent of those students who were furthering their education after high school did utilize the scholarship materials and information available to them by applying for one or more scholarships. Parents also benefited. This practicum met all expectations and outcomes. The scholarship office, files, and awards ceremony were all well received by students, teachers, parents, administrators, and the community. (Author)

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Increasing The Awareness Of Available Scholarship Opportunities For High School Seniors Through A Strategic Public Relations Program

by

Sandra H.O. Zalinsky

Cluster 48

A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements for
the Degree of Doctor of Education

NOVA UNIVERSITY

1994

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Thomas Gialanella

Thomas Gialanella

Vice Principal-Brick Township High School

Brick, New Jersey

July 28, 1994

This practicum report was submitted by Sandra H.O. Zalinsky under the direction of the advisor listed below. It was submitted to the Ed.D Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

7-1-94

Date of Final Approval of Report

Georgiana Lowen

Dr. Georgiana Lowen

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The writer wishes to express appreciation to the guidance staff B.T.H.S., especially vice principal/director of guidance Thomas Gialanella. His encouragement and support, positive outlook and confidence, and knowing he was only a phone call away, has made this practicum experience an enjoyable reality.

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ABSTRACT

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This practicum was designed so that high school seniors would have the opportunity to apply for and receive scholarships to further their education.

The writer organized a strategic plan to increase the awareness of the available scholarships, grants, and financial aid of high school seniors. The writer solicited business donations, published and distributed a bimonthly scholarship newsletter, constructed a scholarship bulletin board and scholarship files, held monthly meetings with the students of the senior class, held parent conferences, and organized a formal financial aid meeting with an expert in the field of financial aid. The culminating activity was a senior awards ceremony honoring those students who won or received scholarships throughout the school year.

Analysis of the data revealed that sixty-seven percent of those students who are furthering their education after high school did utilize the scholarship materials and information available to them by applying for one or more scholarships. Parents also benefited. This practicum met all expectations and outcomes. The scholarship office, files, and awards ceremony was well received by students, teachers, parents, administrators, and the community.

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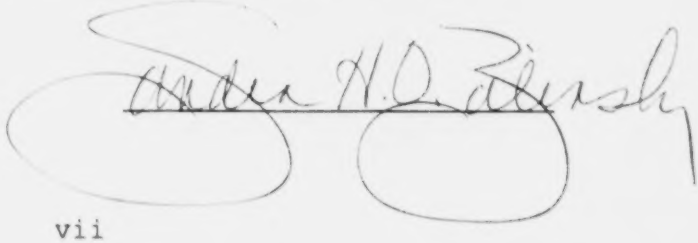

CHAPTER I

INTRODUCTION

Description of Community

The school district is located in a suburban community, that encompasses 26 square miles and has approximately 80,000 year round residents. Since the birth of the township over 140 years ago, the economic system of the community has changed from its agricultural and fishing industries into tourism now presently focusing on wholesale and retail trade and services. These changes are due mainly to the quick rise in population which began with the completion of a major north/south state highway system approximately 40 years ago.

A significant portion of the housing community is composed of apartments and condominiums which lend themselves to families transferring in and out of the district quite often. The socioeconomic system of the community includes all levels, but the majority of students are from middle class white families.

Writer's Work Setting and Role

The entire public school system has approximately 10,000 students housed in two high schools, two middle schools and seven elementary schools. The ethnic distribution of the school district is approximately 93% white, 1% black, 5% hispanic, and 1% asian.

The writer is employed in the oldest of the two high schools which contains grades 9-12. The public high school has 1,520 students, 106 full-time teachers, 6 guidance counselors, 4 vice-principals, and 1 principal. The high school offers academic programs, business programs, vocational programs as well as housing the districts pre-school handicapped program and special education Pathways program. Although various programs are available students are not tracked into one program, but may pick and choose from all programs and departments to meet their graduation requirements. Graduation requirements for all regular students consists of 115 credits including 4 years health and physical education, 4 years english, 3 years social studies, 3 years mathematics, 2 years science, 2 years fine/performing Arts and a passing grade on the H.S.P.T. (high school proficiency test). Students are not permitted to exceed the districts attendance policy of 16 absences per full year course. All full year courses are awarded 5 credits. To encourage students to take more challenging academic courses, accelerated courses are weighted and an additional 10 points is calculated into the students grade point average for each advanced course passed.

The role of the writer is that of a high school guidance counselor servicing grades 9-12 including classified and non-classified students. The philosophy of the guidance department is that guidance is a team approach generated by the counselor through the leadership of the director. The team encompasses the teacher, parents, counselor, and administration which is all directed to the student. The function is to coordinate and maintain contact with all these persons for the purpose of counseling the student.

The ordinary daily activities of the writer (see Appendix A) are many and varied. The general responsibility of the counselor is to counsel each of the individuals assigned to them (this is done alphabetically throughout grades 9-12), to help the individual assemble and reassemble themselves and to help them pursue an intelligent, planned attack on their personal life, goals, problems and future plans. To help them become aware of their strengths, shortcomings and to improve on weaknesses and build upon strengths. Guidance is an organized function for the entire school community. It includes orientation, individual inventory, counseling with placement on realistic goals, group information sessions, testing, career assessment, all to help students overcome problems that may impede learning. Assisting students in making educational, occupational and life plans will ensure promise for personal fulfillment as they mature into responsible men and women.

The writer spends time on a regular basis, meeting with teachers, administrators and small groups of students. The

topics of these meetings include but are not limited to, discipline, attendance, school policies and career education. Another of the writer's responsibilities is to monitor the progress of all students assigned to her. The writer frequently visits the classrooms of her students to observe and discuss how well the students are functioning. Another check on the students' progress, which the writer reviews, is the students' quarterly progress reports and report cards.

The writer's background includes a high school diploma from the school in which this practicum has taken place, an undergraduate degree in Mathematics and Science Education, and two Master's Degrees, one in Administration the other in Counseling. The writer also has certification as an Elementary School Teacher (P-8),Psychology Teacher (K-12), Mathematics and Science Teacher (K-12), Principal Supervisor, Student Personnel Services and Director of Pupil Personnel Services.

The writer has taught high school mathematics and science, tutored home bound children in mathematics and science as well as conducted workshops for teachers of hands on science programs. Former extra curricular responsibilities included Assistant Twirling Coach and Assistant Yearbook Advisor. The writer is currently a member of the following school committees: C.O.R.E. Team, District Testing Assistant, Liaison to the county's Family Crisis Intervention Unit, and Mentor to new and alternate route teaching candidates.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

In the high school in which the writer works approximately 73 % of last years high school seniors applied to some type of post secondary program. However only 14% of those seniors applied for some type of scholarships to assist with their finances. Over the years, the manner of scholarship publicity, dissemination, and application has not been a priority of the school district. Scholarships, if and when they arrived, were posted on one bulletin board and the students were responsible for knowing about the scholarship, getting the application, and submitting it to the proper authorities. Accurate accounts of scholarships given and received back were not kept. The federal and state financial aid program was the essence of most students and parents scholarship knowledge.

The situation that needed to be improved was the manner in which the high school organizes, disseminates, and makes

available, scholarship information to high school seniors for the purpose of post secondary education.

One part of the problem was that there did not exist one counselor whose sole responsibility was financial aid and scholarships. It is left up to each student, parent, and counselor to assist seniors in applying for and receiving scholarships. Students many times are not adequately notified of available scholarships and those that do apply may do so improperly, thereby disqualifying themselves automatically. As a group, high school seniors seldom have a way of sharing their ideas, concerns, and questions about the scholarship process to other students.

Another part of the problem was the availability and knowledge of post secondary scholarships for high school seniors to continue their education. Scholarship information is rapidly changing. New and unique programs are developed continuously, and are out there for those students who are aware of them.

In conclusion, the problem that was addressed in this practicum was the poor availability of scholarship materials to high school seniors for the purpose of furthering their education.

Problem Documentation

Documentation of this problem included discussions with the administration of the high school. The administration is concerned with the lack of response, on the part of the student body, to those scholarships that are available. According to the National Commission on Student Financial Assistance (1992), it is

estimated that 6.6 billion dollars in aid from the private sector goes unused each year, and it is expected that 28 billion dollars be available this year in the form of federal, state, and private sources.

Discussions with local businesses and agencies had found that they have money available to give in the form of scholarships, but no one to turn to.

Interviews with high school seniors and their parents yield a discouraging belief that scholarship money is not available for the average student. Therefore the only affordable college to attend is the community college.

A survey was developed by the writer (see Appendix B) and administered to the senior class. In the survey the seniors were to answer each question with a yes or no. Table 1 shows the results of that survey. A brief discussion of the results are included here. A large percentage of the seniors: are requesting more information regarding scholarships and the financial aid process, do not feel confident with the current system of application for scholarships, and plan on attending some type of post secondary education program upon high school graduation.

Table 1 Results of Senior Survey

Question	Yes	No
1) I plan to graduate with this years senior class.	291	9
2) I have made an appointment to see my guidance counselor regarding post-secondary plans.	163	137
3) I have sent letters to post-secondary schools requesting information.	93	207
4) I have visited post-secondary schools with the interest of attending after H.S. graduation.	72	228
5) I have used some type of college search (i.e. G.I.S.) to gather more information.	145	155
6) I have all the information I need to successfully apply to the post-secondary institution of my choice.	85	215
7) I have adequate information regarding the financial aid process	74	226
8) I have adequate information regarding the scholarships available to me	60	240
9) I am confident in my knowledge of the college application process	102	198
10) I am confident in my knowledge of the scholarship and financial aid process	58	242
11) I plan on making application to some type of post-secondary institution	230	70
12) I have already applied to the post-secondary program of my choice	2	298

Causative Analysis

The problem of high school seniors lacking access to scholarship materials for post secondary education programs has several causes. One cause of the problem is that no one person or counselor had been hired or assigned the sole purpose of scholarships and financial aid. It remains a shared responsibility for the counselors, students and parents.

Another possible cause is the lack of knowledge, organization, and access to scholarship information that is made available to high school seniors. College representatives visit the high school regularly with scholarships available to students interested in attending that campus; seldom do seniors take advantage of this opportunity.

The other possible cause is that there had been no one designated area set up for students to locate and review newly arrived scholarship material.

Relationship of the Problem to the Literature

In reviewing the literature it was necessary to examine what other professionals had written about the problems concerning financial aid and the scholarship process.

Collison (1992) warns students to be aware of bogus aid. Targeting parents with college-aged children, scholarship agencies promise students scholarship money in return for fees ranging from $45.00 to $200.00. These scholarships are falsely advertised as only being available by the scholarship agency. Instead many families receive the same list of scholarship sources one could find for free in the local library. Also many

scholarships are not awarded because they are so restrictive, seeking a specific population in a specific location.

Kramer (1991), discussed the controversy over financial aid and scholarship systems that should be color-blind. Race exclusive scholarships would not be an issue if the original need consensus approach was used as it was intended to be used. According to this, the amount of money a student's family is expected to contribute to college expenses is subtracted from the total cash cost of attending a particular college. The difference is the students "need", a gap to be met by a "package" of aid from all available sources. Aid is to bridge the "need" gap, no more and no less. Scholarship funds have been used to bid for the most desired students without regard to need. Athletes, minority students, and highly recruited students are told by college representatives not to worry they will get all the money they need. Aid packages have different proportions of grant and loans and are not equal. A package that consists mostly of grants is more advantageous than one consisting mostly of loans that have to be paid back, even if the loans are offered at subsidized interest rates. Much of the present debate about racial equality in the student aid system is really a debate about preferred packaging, not about the total dollars awarded.

Kiernan (1990) has found that computer searches are no guarantee to the problem of funding a college education. Good searches provide leads not money. Leads can be misleading, in the form of loan programs, summer internships, and seminars. This is not necessarily the type of leads fee-paying students are

in search of. One thing is for sure, according to the College Financial Planning Service its' clientele has grown from a few thousand in 1987 to an 60,000 in 1990.

Pizzo (1990) says that "applying for financial aid is one of the most complex financial experiences you will ever have"(p.63). Working your way through college is almost an impossibility. Instead loans are becoming a larger part of the financial aid package and graduates spend years repaying their college debts. Although need-blind admissions is still the rule at most colleges, more and more schools are questioning that policy. Students who need more financial aid than the college can provide, can find themselves denied admission.

Ginsberg and Ginsberg (1989) have found a catch 22 inherent in the guaranteed student loan program. The program was designed to lend money to those students who are least likely to pay it back. Often students are too young to understand what they are getting themselves into when they sign a loan agreement. The guaranteed student loan program is risky for everyone except the lending institutions. The government and the lending institutions have an agreement that takes effect as soon as a student takes out a loan. Although there are tougher penalties for defaulting students, it is the federal government being left to pay the bill when students don't repay.

Jaschik (1990) agrees that scholarship programs must be open to all ethnic groups. The Department of Education has declared it illegal for colleges to offer scholarships only to minority

students. It was found common to have colleges use scholarship money to attract only minority students onto campus.

In (1992)Jaschik reviewed regulations proposed by the Department of Education precluding colleges from soliciting gifts specifically to support minority students. The exemption would include cases where the scholarship donor has proposed the restriction. These proposed regulations come after a year of controversy that most minority scholarships should have been barred by Title IV of the Civil Rights Act of 1964. Title IV prohibits discrimination based on race or national origin in programs that receive federal funds.

As the recession continues to take it's toll, Nicklin (1992) has found colleges and universities across the country are experiencing tough financial times as well. The personal checks usually sent in by alumni, parents, and friends have been dwindling over the past years. These monies have provided an important unrestricted source for colleges. Money given to an annual fund is channeled directly into the current budget and spent on various college needs. The significant drop in funds, mainly due to loss of jobs and fear that the donors will become part of the high unemployment rate, has had a rippling effect. Gifts matched by the donors' employer have also felt a tremendous decline.

As the costs of college rise, family income usually remains about the same and does not keep up with college inflation. College costs have been rising faster than both family income and tuition assistance from the government. Wilson (1991) has found

many financial aid budgets forcing institutions to cut back tuition assistance for the needy, while at the same time the competition to attract the high caliber top notch students to the university is described as a bidding war. No longer is admission the only hurdle students must overcome to attend the college of their choice. Bright top ranked students are viewed as the college's asset, and the average students in need of financial assistance are viewed as a financial handicap.

Special admissions treatment for athletes in division I colleges has also brought about an equity debate. Lederman (1991) has found in the nation's top college sports programs (men's football and basketball), candidates are six times more likely than other non-athletic students, to receive special admissions treatment. There is a wide disagreement among the colleges concerning the policies and standards used to admit college athletes. Critics of the special admissions process state that the colleges are more willing to admit under prepared athletes than under prepared students who are not athletes. The National Collegiate Athletic Association's Proposition 48, for athletic participation of college freshman remains a 2.0 grade point average in 11 core curriculum courses and a 700 on the Scholastic Aptitude Test.

Other avenues of financial assistance have also seen declining resources. Mooney (1991) has found the financing of fellowships for humanities scholars has increased slightly since 1984 but fewer people are receiving grants and their awards are worth less. Documented in the report is a feeling among the

general public that support for humanities scholars is not a high priority, because they are not seen as being involved in society's most pressing current issues.

In researching the literature regarding parents, teachers, and community interaction the writer has found Todd (1992) stating that parents want a cordial, distant relationship from the school and it's functions. Although many parents are capable of decision making at an administrative level, he has found that they are not representative of the school population and are already busy enough with chaperoning and P.T.O. work.

Impacting upon various school programs, Harrison (1991) has found that the students view of counseling is influenced by the attitudes of administration and teachers as well as by other students. If teachers and administrators view counseling as the primary treatment of students with problems, then students without problems will be inclined to avoid counselors. The result is that students have not received the full benefits of the counseling services available to them.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The availability of scholarship materials for high school seniors is important so that young adults will have a greater opportunity to attend the post secondary program of their choice.

Therefore the goal of this writer was to make scholarship information available, to high school seniors for the purpose of attending a post secondary education program, and that they will use it.

The expectations of the writer included:

1. High school seniors applying to a post secondary education program will also apply for available scholarships.

2. High school seniors will utilize the scholarship files and bulletin board information.

3. Students and parents will attend the spring conferences.

The following goals and outcomes were projected for this practicum.

Expected Outcomes

The literature review concerning counselor's role's and expectations along with the organization and networking methods of scholarships and financial aid enabled the writer to focus on the following three expected outcomes:

1. Fifty-percent of the students applying to a post secondary education program will also apply for an appropriate scholarship.

2. Fifty-percent of the students applying for scholarships will utilize the scholarship files and bulletin board.

3. Sixty-percent of students/parents will attend the spring conferences.

Measurement of Outcomes

The following written evaluation tools will be used to measure the outcomes of this practicum:

1. Over a thirty-two week period a circulation record will show that fifty-percent of the high school seniors applying to a post secondary education program will also apply for an appropriate scholarship (see Appendix C).

2. Over a thirty-two week period fifty-percent of the high school seniors applying for scholarships will utilize of the scholarship files and bulletin board (see Appendix D).

3. Near the end of the thirty-two week period when invited to a parent/student/counselor conference, sixty-percent of the students/parents will attend the conference (see Appendix E).

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Increasing the availability and access of scholarship materials to high school seniors, and assisting them in utilizing such information for the purpose of attending a post secondary education program is a valuable concept.

Finding ways to finance a college education is no easy task. Jordan (1992) has suggestions of other ways to pay for a college education such as the ROTC (Reserve Officers Training Corp.) scholarships. Requirements include a minimum score of 1000 on the Scholastic Aptitude Test, a B average, be in the top 25% of the graduating class, and a desire to enter the armed forces upon college graduation. Throughout the four years of college, one weekend a month and two weeks during summer break are devoted to the R.O.T.C. Upon college graduation the scholarship recipient would enter the armed forces at the officer level and would be required to remain there one year for each year a scholarship was

provided. Scholarships include all tuition and fees, and a stipend of $100.00 per month to cover expenses.

To assist in distributing financial assistance more fairly between men and woman and poor athletes, an idea that will also save colleges money is suggested by Blum (1992): offering financial aid to prospective athletes based on their financial need rather than their athletic ability. Today's financial programs have universities looking at alternatives in the three major cost areas - personnel, scholarships, and operations. The exact definition of "need based" is still unclear. Suggestions range from a program totally based on the financial need of each athlete to programs where some need based aid is awarded along with some aid based on athletic talent.

Since the federal government is the main source for financial aid, accounting for almost 75% of the money available including grants, loans, and work study, students should tap this resource first. To do this students must complete the Free Application For Federal Student Aid (FAFSA) and mail it after January 1 of their senior high school year. Jones (1993) states that early preparation, aptitude, and a strong sense of self, are necessary to win other forms of scholarships. Although programs change, families can begin the process as early as the ninth grade. The local library is the first place to start. Books, magazines, and newspaper articles on the subject of scholarships and financial aid is a beginning. Many libraries are now "on line" and can utilize the computer to assist in the scholarship search. The next step is the perseverance step. Students should

write, call, and if possible visit the agencies awarding scholarship funds and request information. At this time students should include a brief resume, with relevant information such as grade point average, rank in class, hobbies, interests, and future goals. This will help the agency to best match need with available funds. Another source is the school guidance counselor. With the affordability of computers many school districts are investing in similar equipment found in public libraries to assist students with college searches, financial aid, and scholarships.

Researching and applying for a scholarship is one hurdle; winning the scholarship is another. Holtmann and Idson (1991) have completed a study on "how a winner is selected" in scholarship competitions. The time and psychological costs of a scholastic competition are weighted by the uncertainty of one's chances of winning. Results of this study analyzed the benefits received by the winners and losers entering such competitions. Although the probability of winning for some candidates was low, some candidates in the low probability categories did win; and while the cost (time, effort, social consequences) and likelihood of winning may be low, some people enjoy being in the competition and have found greater rewards in the application and competition process than in the final result. It was also found that the scholarships were awarded according to the criteria set forth in the advertisement.

Jaschik (1991) finds that eight ivy league universities agree to stop setting joint financial aid policies and sharing

information about financial aid packages for students admitted to more than one institution. The ivy league colleges have pledged not to :

Agree with any other college or university on any part of the financial aid awarded to any student;

Agree with any other college or university on how family contributions will be calculated;

Agree with any other college or university to apply a similar or common "needs analysis formula";

Exchange with any other college or university information on how a needs analysis formula has been applied to a specific applicant for financial aid;

Exchange information with any other college or university on how family or parental contributions will be calculated;

Agree with any other college or university whether or not to offer merit aid;

Exchange with any other college or university its plans or projections for summer savings requirements for students receiving financial aid;

Exchange information with any other college or university about the financial aid awarded to or proposed to be awarded to any financial aid applicant, except as required by law;

Exchange with any other college or university any information about plans or projects - including budget projects - regarding future student fees or faculty salaries;

Enter into any arrangement with any other college or university to fix, establish, raise, stabilize, or maintain student fees or faculty salaries.

These promises will bring the choice of whether to consider price when picking a school back to the parents and students, not the college and university.

In researching parents, teachers and community interactions, the solutions found in the literature included the topic of parent involvement. Barron (1991) found that parent/teacher conferences are opportunities to involve the home and school in a team effort to facilitate a child's education. Parent conferences need to be approached as a special school wide program requiring planning and preparation. Areas of preparation are system, school, teacher, and parent.

The school system's attitude and administrative support is essential. The Superintendent's support shown through early dismissal for students to attend the conference on conference day along with their active support enhances the opportunity for a successful parent-teacher conference.

School preparation is also essential. School policies, curriculum standards, along with a broad scheduling of conference dates can assist in avoiding conflicts with other school and community activities.

Teacher attitude is regarded as the top priority in a conference. Long after the conference material is forgotten, the parents and student will remember the general attitude and "feeling" of that day.

To help the parent's feel welcome and comfortable conferences should be held in a private setting. Have a few students serve as hosts to meet parents at the door, baby-sitting could also be arranged in the building to ease the burden from parents who must bring young children with them. After conference refreshments are a pleasant way to adjourn the meeting.

Conferences must begin on a positive note. Some helpful tips include: knowing the parents name; using plain English not educational jargon; using questions that reflect interest in the child; keeping on the subject; using teacher attending behavior; giving parents an opportunity to ask questions; being honest and truthful; not dominating the conversation; using concrete and specific examples of student's work or behaviors; not overwhelming the parent by maintaining a comfortable conference tone of voice. He states that parents do make a difference and the school needs to form partnerships with parents to enhance the learning experiences of their children.

DeMoulin (1992) also agrees that one of the most effective ways to promote positive school and community relations is the parent/teacher conference. Unfortunately most school systems only provide parent conferences when problems arise and parents equate conference with trouble. The teacher or counselor holds the key in making the conference a positive experience by understanding its purposes and by preparing, conducting, doing follow-up, and evaluating each conference. Teachers and counselors need to remember that parents are adults, and whether

they are good parents or bad parents, they have the right to information concerning their child in order to understand the educational program. While many teachers and school administrators blame the shortcomings of American public education on the scarcity of resources, DeMoulin (1992) has found no statistics that show a positive correlation between spending and student achievement. It is the educators responsibility to give parents the chance to hear, see, think, and speak out. This type of open communication can lead to better student achievement

There is no question that strong, purposeful communication between school and home is necessary in promoting positive partnerships, partnerships that have a profound influence on student achievement. Fredericks and Rasinski (1990) designed parent/teacher conferences so that both parties work together to establish priorities, develop common goals, and achieve concrete solutions. Effective planning prior to conferences has been found to be just as important as what takes place during the conference. Awareness of negative behaviors and seeking alternate behaviors is one step in the right direction. New behaviors include: Replacing authoritarian dogmatism with a shared understanding and compromise; Acknowledging limitations; Being aware of overuse of educational jargon; Providing parents with possibilities rather than answers; Eliminating labeling, and talking too much. Fredericks and Rasinski advise teachers and counselors to save personal concerns for the faculty room, and to always share your concerns about the child's behavior.

Simmons (1990) states that parent involvement raises academic achievement, improves the attitude and performance of children at school, helps parents to understand and support the work of schools, enables parents and children to communicate better and builds better school/community relations. But too often the school and home are viewed as separate entities. Teacher expectations need to be coupled with parents expectations and pupil expectations. More direct contact at home includes personalized notes to parents. When teachers request parents to help their child with homework, teachers should not assume parents know what the problem is or how to solve it. Teachers need to open up lines of communication with ideas and helpful hints on how to help their child. After school, evening, or if feasible weekend workshops for parents lead by teachers can help parents to be an educational assistant in their child's progress. Without mutual respect, little can be accomplished. It is important to realize that parents can become teachers' strongest allies in the quest for greater classroom productivity and orderliness. A wise teacher formulates rules with the class, secures administrative approval, and informs parents of the rules and consequences. Then there are no surprises for the parents, and parents can be open to suggestions from teachers in helping to correct classroom behavior.

Although school counseling offers a variety of services and programs, there continues to be a wide discrepancy between the counselor's expectations and those of the school district, and those of the parent. Rowe and Kramer (1992) believe the first

step in refocusing counseling and guidance services should be to overcome the issue of role confusion by establishing counseling and guidance as an integral part of the school's total program. Guidance, like other school programs, can establish and work toward assuring student outcomes that reflect student needs. To do this effective counseling and guidance, programs must be systematic (planned, organized, scheduled, & implemented); transportable; feasible; and guaranteed. It then becomes more probable that students will rise to the expectations. Parental confidence increases in a program that parents know will be dependably administered. Faculty and staff increase their support when they see results stemming from well planned and scheduled activities, those that are an integral part of the educational system within their institution.

In meeting the needs of the students and to better prepare them for society, career education is a must. Unfortunately many school districts treat career education in the same manner as drug education and sex education, as an add on to an existing course or curriculum. Jalongo (1989) recommends integrating career education into the total curriculum by way of designing a developmentally appropriate curriculum and infusing career education throughout the entire curriculum. Jalongo stresses the most important influence on a child's thinking about occupational and vocational choices are the role models supplied by significant others, particularly parents. As a result career education should not be viewed as a "frill", but rather as an important dimension of human development, an essential element in

basic education, and a fundamental way of promoting equal opportunity.

Minor (1991) states "allowing guidance counselors to guide the learning of 25-35% of our future workforce will ensure a greater success rate for at risk students and it will enhance the possibility that business and industry will maintain their leadership in a fast paced, rapidly changing, global arena"(p.25). The strength of today's schools are embedded in four areas. Curriculum - a basic skills curriculum has endured for over 100 years, it focuses on what students need to learn in order to meet the minimal expectations and the policies developed by the school district. Instruction, research and technology have aided in the proliferation of knowledge of how to better teach various basic skills and what must be done in order to impart success. Teachers are better prepared now than ever before. Parents continue to value a higher standard of learning and are seeking new options and different methods for achieving their objectives. Beyond the classroom guidance counselors are in a position to provide service to students when there is a vital link needed with parents and or the community.

Even though a school might have specialists charged with the responsibility of implementing, coordinating, and monitoring career guidance and college admissions programs, Hitchner (1987) sees all counselors providing their counselees with some kind of direct career education and college planning. Career guidance is everyone's job. Parents are partners in the college admissions process. It has become a joint responsibility of the

school, community, and home to provide the experiences and knowledge needed to ensure diverse career awareness.

Hart and Jacobi (1992) believe counselors are in a unique position to serve as agents of change. Because they see a large number of students who take a broad range of courses, counselors have a breadth of perspective that few if any other staff or faculty possess. Counselors have the opportunity to observe first hand the effects of the school and curriculum upon students, and they have the responsibility to communicate and seek solutions to observed problems and shortcomings. Counselors also contribute to creating a climate of accountability within the school. Most counselors have access to considerable information about students; some is based on direct observation, some based on feedback from other students and school personnel, and some from external sources such as standardized testing. The need to establish a context for reviewing such data to help others is a valuable concept in the K-12 guidance program.

Description of Selected Solutions

The courageous college counselor works creatively to get the students involved with a final college list of six to eight of the best colleges to meet their needs. Mitchell (1993) believes more is better when applying to colleges for admission and scholarships. Time is short for high school seniors and it is packed full of necessities: good grades in a rigorous senior curriculum, application writing, essay writing, a fall sport or activity and financial aid and scholarship hunting. By senior

year students need to have learned to assess themselves and their future goals in order to make the best possible college choice.

Counselors, teachers, coaches, employers, are all possible candidates for a letter of recommendation. To make this piece of the application process work positively for the student, Contino (1990) suggests the following six guidelines for scholarships and admission recommendation letters. First establish a context by describing the relationship with the candidate. Second is performance, where does the student stands in relation to other students in the class?, on the team?, or over the past five years?. Third, attitude toward learning, what is the student interested in learning?, are they curious?, independent workers?, what leadership skills do they possess?. Fourth is character, evaluate their personal qualities, by using anecdotes to illustrate assessment. Fifth focus on positive traits of the applicant. Last, avoid guessing, making medical diagnoses, giving faint praise, emphasizing appearance, or prose that draws attention to the writer rather than the applicant. Letters of recommendation are read by college personnel and scholarship committees and they do make the difference!.

Information gathered from Hossler and Stage's (1992) study of 2,497 ninth grade students and their parents showed that parent expectations exerted the strongest influence on a student's predisposition toward post-secondary education and scholarships. These findings suggest that attempts to influence the post secondary aspirations of high school students must begin early and be targeted to parents as well as students. Parents

education, student gender, high school grade point average, high school experiences, all contribute significantly to their child's future goals. In hopes of increasing post secondary participation efforts should be toward families whose parents have less exposure to education. These are the students who are less likely to be planning to continue their education after high school. The results of this study also indicate that interventions are needed to address the basic questions of parental and student educational aspirations. Such interventions need to begin earlier and to be directed at families as well as students.

The first step in improving the manner in which scholarship information and materials are disseminated to the senior high school students, is to write to various local businesses soliciting scholarship donations (see Appendix F). Communication between the scholarship donor and the writer will continue throughout the practicum experience. The writer will work as a liaison between the local businesses and the high school. Funding from businesses consists primarily of organized fund raisers for scholarship money and out of pocket, tax deductible donations. This along with other financial aid sources will be organized into a bimonthly scholarship bulletin and distributed to all senior high school students.

Monthly meetings with the senior class will be held and topics include; the college application process; making your resume work for you; applying for financial aid; applying for scholarships; the S.A.T. and A.C.T.; and computerized services.

A senior information form will be utilized for the meeting (see Appendix G) It is anticipated that 50% of the 300 high school seniors will attend the voluntary scholarship/college meetings. Seniors will be encouraged to make individual appointments with the writer to discuss and resolve further scholarship and college concerns.

A bulletin board with up to date scholarship and college information will be displayed in the guidance hallway accessible to all students. Weekly visits by college representatives will be scheduled (see Appendix H) and the writer will proctor such visits. Seniors may sign up to sit and speak with the representatives all year long. The conferences will be made available to the junior class in the spring, on or about the twenty-first week of the practicum.

An evening financial aid night will be organized inviting parents and students(see Appendix I), parent/student conferences will be scheduled in the spring.

A listing of awards and scholarship winners will be kept by the writer for the senior awards ceremony to be held at the conclusion of this practicum implementation period.

A follow up report of the scholarships received and awarded will be written and included in the final practicum report.

This plan will be successful because in today's economy parents, students and the community need resources to assure them that the next generation of workers are well educated and without financial burdens.

Report of Action

After determining and proving a need for an increased awareness of available scholarship opportunities for high school seniors a strategic public relations program was organized. Verbal approval was given from both the writer's immediate supervisor and the building principal.

The first step in increasing the awareness of available scholarship opportunities for high school seniors was to write to various local businesses, organizations, asking for their support (see Appendix F). Letters were sent to one hundred and fifty two businesses, organizations, and clubs. One hundred and three businesses, organizations, and clubs responded that they would participate by offering scholarships to the graduating class of 1994. As each organization affirmed their commitment to the scholarship program the writer constructed a scholarship file and a bimonthly scholarship newsletter (see Appendix J). Another resource for scholarship funds were the college and universities. Contacts were made by the writer to invite college admissions and financial aid representatives to meet with interested high school seniors. A newsletter was prepared each month and distributed in senior homerooms and also posted on the guidance bulletin board informing the students of the college representative visits, times, dates, and other pertinent information (see Appendix H).

Federal and state financial aid is based on family income, assets, and need. To better prepare families in the filing of the federal and state financial aid forms the writer organized a financial aid evening for the parents and students. An expert

from the local community college was invited and addressed the parents of senior high school students (see Appendix I).

Throughout the practicum experience the writer met with the senior class individually and as a group on a monthly basis. Discussions included; the college application process; SAT, ACT, Achievement tests; utilizing the Guidance Information System; writing resumes; and reviewing tips on how to secure a scholarship.

To better prepare the senior class for the college experience, parent/student conferences were held in the spring. The writer and the rest of the counseling staff met with parents and students to review vocational/technical schools, college/university applications, the scholarship and financial aid process, and a myriad of other topics (see Appendix E).

The culminating event of this practicum was a Scholarship Awards Ceremony. The writer held an awards banquet for all seniors/students who had won or received a scholarship or award via the scholarship office. Over 350 parents, teachers, students, and administrators attended the event. As per the SCHOLARSHIP AWARDS LIST, over $191,000 was awarded in academic scholarships and over $822,000 was awarded to students from the college of their choice (see Appendix K).

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The availability of scholarship materials for high school seniors is important so that young adults will have a greater opportunity to attend the post secondary program of their choice

The goal of the writer was to make scholarship information available to high school seniors for the purpose of attending a post secondary education program and that they would use it.

At the conclusion of the thirty two week time period for this practicum, the outcomes were reviewed to determine the levels of accomplishment.

The first expected outcome was that fifty percent of the students applying to a post secondary education program will also apply for an appropriate scholarship.

Table 2 lists the total number of students graduating from high school and their immediate future plans as recorded by the senior final plans form (see Appendix L).

Table 2 Senior Class Tally Sheet

Plans	Number of Students
4 yr. College/University	97
2 yr. College	102
Vocational/Technical/Trade School	32
Military	9
Full Time Employment	31
Undecided	3
Have made application for scholarship(s)	157
Total Number Of Students	274

Table 2 illustrates 231 students have been accepted into a post secondary education program and of them 157 seven have applied for some type of scholarship to attend that institution. Therefore this outcome was achieved.

The result of this outcome proves that when scholarship applications are made readily available to students they do utilize the resource by filling out the scholarship application and returning it. The scholarship sign out sheet (see Appendix C) was used to verify and agreed with the total listed on the senior final plans form. The 157 students represent 157 different students making scholarship application. A total of 760 scholarship applications were given to students and of them 302 were returned for processing. However of the 302

applications many of the more motivated students applied for more than one scholarship.

It is interesting to note that the total number of high school seniors at the conclusion of this practicum dropped from 300 to 274. It appears that 8.6% of the senior class has either transferred to another school, dropped out of high school, or is seeking an alternative route to a high school diploma.

Table 3 is a final report of the practicums scholarship statistics presented to the principal and vice principal/director of guidance.

Table 3 Scholarship Statistics

Scholarship bulletins issued.	18
Student applications for scholarships.	760
Scholarship applications returned for processing.	302
Scholarship related phone calls.	83
Guidance office conferences with scholarship agencies.	43
Memos sent to counselors.	26
Scholarships available through clubs, businesses, organizations.	103
Scholarships available through nominations.	25
Scholarships available through private & public colleges.	108
Scholarships awarded through colleges.	43
Scholarships awarded.	182
Total monies awarded through scholarship office.	$191,730.00
Total monies awarded through public & private colleges.	1 yr.= $205,695.00 4 yr.= $822,780.00

It appears that 40% of the scholarship applications picked up by students were returned for processing. However some students chose to submit their scholarship application directly to the organization instead of using the guidance office to send their complete package. Also many scholarship applications did not require an official transcript from the high school. This allowed the student to submit the application directly to the scholarship donor.

The second expected outcome was that fifty percent of the students applying for scholarships will utilize the scholarship files and bulletin board.

Table 4 lists the results of the senior questionnaire (see Appendix D) given to the students at the end of this thirty two week practicum.

Table 4 Results of Senior Questionnaire

Question	Yes	No
1). Did you and or your parents attend the Spring Conference?	196	8
2). If so, did you find the information in the conference helpful?	196	
3). Did it provide you with information you used in your senior year?	190	6
4). As a result of the conference did you apply to a college/school you had not previously thought about?	108	
5). Were you aware of a scholarship bulletin board?	198	76
6). Have you used information or materials from the bulletin board this year?	147	127
7). Were you aware of the scholarships application files?	194	80
8). Have you made application to any of the scholarships available in the files?	157	117
if so, how many?		
1-5	98	
6-10	23	
11-15	14	
16 +	10	
9). Have you received or been awarded any scholarships?	124	150
10). If yes to #9, did you get the application from the scholarship files?	119	

Table 4 illustrates that 157 students of 231 students that are furthering their education have made application for a scholarship using the scholarships provided via this practicum. Of the 157 students 119 of them or 75% used the scholarship files to get their applications. Ninety four percent of the students applying for scholarships utilized the scholarship bulletin board.

It is interesting to note that since the guidance bulletin board is in full view for all students to see (main school hallway), a large percentage of students use it. Also of the 231 students planning on furthering their education 196 of them and their parents attended spring conferences (see Table 5).

The third expected outcome was that sixty percent of the students/parents will attend the spring conferences. As confirmed on Table 4, Table 5 lists the results gathered from all six counselors in the guidance office. Each counselor has their own case load of senior students, this form (see Appendix E) was given to each counselor at the conclusion of the spring parent conferences.

Table 5 Attendance At Parent Conference

Counselor	Number of Counselees	Number of Families who attended the conference
#1	52	36
#2	46	35
#3	35	29
#4	48	37
#5	39	28
#6	54	31
Total	274	196

Table 5 indicates that 71.5 % of the students/parents had attended the spring conferences. Outcome three was met successfully. Topics at the conferences included but were not limited to; future plans, review of transcripts, graduation requirements, college application and scholarship procedures. Many handouts and information was given to the parents and students. Most all parents were thankful for the information and opportunity to meet with the counselors.

Discussion

The public relations program that was developed and implemented to increase awareness of scholarship opportunities for high school seniors was positively received. During the first two weeks of the program it was very important for the writer to physically see all of the senior high school students. Seniors are 17 and 18 year old young people who have a lot on their minds. Counselors need to be visible and to continuously encourage students that in order to win it you must be in it.

All expected goals and outcomes were met. This year's seniors have benefited from an organized, thoughtful, determined strategic plan to increase awareness of available scholarship opportunities. Next year's senior class will benefit from this also, as the format has been established for its continuance and the writer has been appointed the scholarship chairperson.

Recommendations

1. Along with requesting scholarship donations from public and private businesses, it may also be beneficial to seek contributions from individuals, i.e. teachers, faculty members.

2. The job of a scholarship chairperson is a full time position. As a counselor with a full student case load it may be difficult to carry out all the duties and responsibilities of both jobs. It is recommended that the scholarship chairperson be assigned an assistant to help with the duties and responsibilities of this position.

3. Computer knowledge is essential. The listing of all available scholarships each month on the computer network, would make them available to all students (not just seniors) in all classrooms with computers.

4. The bimonthly scholarship newsletter can become part of a newsletter sent home to parents via U.S. mail.

5. At this time the scholarship files are open to the writer and counselors. Upon training the files can be open to students.

6. Workshops on financial aid and scholarships are essential each year for the counselor to keep abreast of the new changes in laws and business finances.

7. It is helpful to assist students in seeking private grants for college expenses. However this takes much time and should begin prior to senior year in high school.

Dissemination

The writer will discuss the results of this practicum with the vice-principal/director of guidance and the building principal. The faculty, staff, students, and parents have been introduced to this practicum by the writer's elaborate awards ceremony held at the end of the school year.

Copies of the abstract will be provided to members of the guidance department, and each department chairperson. This fall the writer will continue this practicum as chairperson of scholarships and financial aid.

Local newspapers will be contacted to feature the scholarships available to high school students via their guidance department. The writer will use this information to write an article for a state and national educational magazine.

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APPENDIX A

HIGH SCHOOL COUNSELORS CALENDAR YEAR HIGHLIGHTS

High School Counselors Calendar Year Highlights

Sept.	Grade 9-12	Review and correct schedules
	Grade 9	Orientation by administration, staff and guidance
	Grade 10	Review schedule and adjust student schedules in accordance with requirements and needs where appropriate
	Grade 11	Review schedule and adjust student schedules in accordance with requirements and needs where appropriate
	Grade 12	Review schedule and adjust to meet student needs for graduation requirements on final needs concurrent to career plans. Review goals and discuss applications for post high school plans.
October	Grade 9-12	Progress reports mailed to parents
	Grade 9	Routine conference follow up on progress - follow up on problems
	Grade 10	Routine conference follow up on progress - follow up on problems
	Grade 11	Orientation for students concerning PSAT test - Counselor homeroom visits - Administer PSAT
	Grade 12	Senior conferences - applications for college group guidance - College appointment procedures, visitations by colleges, specialized schools, etc. (Monthly Calendar) County College Sponsors College Fair
November	Grade 9-12	Report cards - Honor roll - Eligibility for extra activities
	Grade 9	Routine conference follow up on progress - follow up on problems
	Grade 10	Routine conference follow up on progress - follow up on problems
	Grade 11	Routine conferences - progress and problems - review PSAT results
	Grade 12	Group guidance - Financial aid and reminder on SAT's, college applications.

December	Grade 9-12	Progress reports mailed to parents
	Grade 9	Review report cards and follow up on progress - individual conferences - administer Occupational Interest Survey (optional)
	Grade 10	Review report cards and follow up on progress - individual conferences
	Grade 11	Review report cards and follow up on progress - individual conferences
	Grade 12	Follow up on mailing of applications to colleges - review deadline date - Financial Aid meeting - review SAT results
January	Grade 9-12	Report cards
	Grade 12	Review SAT results with seniors - follow up on mailing applications to colleges
February	Grade 9-12	Report cards - Vocational school program
	Grade 9	Review progress - adjust schedules where needed
	Grade 10	Review progress - adjust schedules where needed
	Grade 11	Review progress - adjust schedules where needed
	Grade 12	Will not graduate letters - notification - adjust schedules where needed
March	Grade 9-12	Progress reports sent to parents - review progress and review study habits
	Grade 11	Junior parent conferences scheduled - orient students about SAT and preparation of applications
April	Grade 8-11	Subject selection
	Grade 8	Student and parent orientation
	Grade 9-12	Report cards sent out - District wide testing Grade 9 : EWT Grade 10 : CAT Grade 11 : HSPT Grade 12 : ASVAB

May	Grade 9-12	Progress reports sent to parents
	Grade 12	Graduation letters - may not graduate
June	Grades 9-12	Final exams - preparation of honor student list prepared for banquet - summer school registration - notify students by phone and letters
	Grade 12	Final plans of seniors established - Graduation/Scholarship awards program - Graduation
June-Aug	Grade 9-12	Summer School

APPENDIX B

SENIOR SURVEY

Name_____(optional)

Homeroom_____

Post high school plans_____

The following statements are designed to gather information on your views and needs of the post-secondary process. Please check the most appropriate box when answering the questions.

Question	Yes	No
1). I plan to graduate with this years senior class.		
2). I have made an appointment to see my guidance counselor regarding post-secondary plans.		
3). I have sent letters to post-secondary institutions requesting information.		
4). I have visited post-secondary schools with the interest of attending after H.S. graduation.		
5). I have used some type of college search (i.e. G.I.S.) to gather more information.		

6). I have all the information I need to successfully apply to the post-secondary institution of my choice.

7). I have adequate information regarding the financial aid process.

8). I have adequate information regarding scholarships available to me.

9). I am confident in my knowledge of the college application process.

10). I am confident in my knowledge of the scholarship and financial aid process.

11). I plan on making application to some type of post-secondary institution.

12). I have already applied to the post-secondary program of my choice.

APPENDIX C

SCHOLARSHIP SIGN OUT SHEET

Name of Scholarship_____

Student's Name	Date Received	Date Returned

APPENDIX D

SCHOLARSHIP QUESTIONNAIRE

Name _____

Date _____

Homeroom _____

These questions are based on the scholarship and financial aid information made available to you throughout your senior year. Please read each question and answer each with a check in either the yes column or no column

Question	Yes	No
1). Did you and or your parents attend the Spring Conference?		
2). If so, did you find the information in the conference helpful?		
3). Did it provide you with information you used in your senior year?		
4). As a result of the conference did you apply to a college/school you had not previously thought about?		
5). Were you aware of a scholarship bulletin board?		
6). Have you used information or materials from the bulletin board this year?		

7). Were you aware of the scholarships application files?

8). Have you made application to any of the scholarships available in the files?

if so, how many?

1-5

6-10

11-15

16 +

9). Have you received or been awarded any scholarships?

10). If yes to #9, did you get the application from the scholarship files?

.

APPENDIX E

PARENT CONFERENCE ATTENDANCE FORM

PARENT CONFERENCE ATTENDANCE FORM

Counselor	Number of Counselees	Number of Families who attended the conference
#1		
#2		
#3		
#4		
#5		
#6		

APPENDIX F

LETTER TO BUSINESSES

Mr. Charles Anderson
Greenbriar Engineers Club

Dear Mr. Anderson:

We are planning our graduation exercises for the Class of 199 and we hope that the Greenbriar Engineers Club will once again participate in the awards program.

Please be advised that I will be coordinating the awards program with Mrs. Sandi Zalinsky and Miss Darryl Chambers for both _ _ __ High School and __ __ High School, respectively.

We hope that the Greenbriar Engineers Club will renew this commendable practice. We look forward to hearing from you in the near future.

If at all possible, we would like to complete our selections by April 5, 199 .

Sincerely,

T. Gialanella

Thomas Gialanella
Asst. Principal/Guidance

TG:aq

APPENDIX G

SENIOR INFORMATION FORM

STUDENT BIOGRAPHICAL DATA

Rank_____ Date:_____

G.P.A._____ Social Security #_____

Name:_____

Address:_____

Date of Birth:_____

List names of the colleges or universities to which you have or will have applied.

1. Name:_____
2. Name:_____
3. Name:_____
4. Name:_____
5. Name:_____
6. Name:_____

Planned major field of study_____

Projected tuition cost $_____ Room and Board $_____
(Most Expensive College)

Information on parents or guardians: Who you live with? (please circle)

Father's Name:_____ Mother's Name:_____

Stepfather's Name:_____ Stepmother's Name:_____

Guardian:_____ Guardian:_____

Occupation:_____ Occupation:_____

List Siblings

Name:	Age:	In College: Yes	No
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

BEST COPY AVAILABLE

List S.A.T. test results and dates:

Verbal_____	Verbal_____	Verbal_____
Math_____	Math_____	Math_____
Date_____	Date_____	Date_____

List Best Scores: (Combined)

Verbal_____ Math_____

I give High School permission to include my name in scholarship nominations.

_____ _____

Date Signature

APPENDIX H

COLLEGE REPRESENTATIVE VISITS

CALENDAR FOR NOVEMBER 1993

TENTATIVE COLLEGE VISITATION

COLLEGE	TIME	DATE
Albright College	8:30 A.M.	Monday, November 1
Elon College	9:30 A.M.	Monday, November 1
Marymount University	10:30 A.M.	Monday, November 1
Monmouth College	8:45 A.M.	Tuesday, November 2
Upsala College	9:15 A.M.	Wednesday, November 3
Ocean County Voc/Tech School	11:00 A.M.	Monday, November 8
Rider College	12:30 P.M.	Wednesday, November 10
Susquehanna University	10:30 A.M.	Monday, November 15
Lebanon Valley College	11:30 A.M.	Tuesday, November 16
Northwood University	8:15 A.M.	Thursday, November 18
Southern Vermont College	11:30 A.M.	Thursday, November 18
Moravian College	8:30 A.M.	Friday, November 19
New Jersey Institute of Tech.	9:30 A.M.	Monday, November 22
West Virginia Wesleyan College	8:00 A.M.	Tuesday, November 23

****

REMINDER!!

S.A.T. TESTING

NOVEMBER 6, 1993
8:00 A.M.
BRING TWO NO. 2 PENCILS

****

ATTENTION JUNIORS & SENIORS!!

S.A.T. & ACHIEVEMENT TESTING

DECEMBER 4, 1993
REGISTRATION CLOSES OCTOBER 29, 1993
LATE REGISTRATION DEADLINE OCTOBER 30 - NOVEMBER 10

APPENDIX I

FINANCIAL AID LETTER

November 29, 1993

RE: **Financial Aid Night**

Dear Parents of Seniors:

High School is co-sponsoring with
. High School a Financial Aid Night for parents of college bound seniors. Your are cordially invited to the presentation which will be held on **Tuesday, December 14, 1993 at 7:00 P.M.** in the
High School auditorium. Note: at
High School again this year.

Financial Aid expert, Mr. Emmett Bivens, will provide a full explanation of the proper procedure for completing the 1994 "Free Application for Federal Student Aid."* A question and answer session will follow.

Please make plans to attend as this is an important meeting for anyone applying for Financial Aid for 1994-95. Since there are new forms and regulations, we encourage all to attend.

Respectfully yours,

The Guidance Staff

Mr. T. Gialanella	-	Assistant Principal/Guidance
Mr. F. Racanelli	-	A-C-D
Mrs. S. Zalinsky	-	B-E-F
Ms. T. Richardson	-	G-H-I-J-K
Mrs. L. Logan	-	L-M-N
Mr. B. Darnell	-	O-P-Q-R-T
Mr. J. Capitano	-	S-U-V-W-X-Y-Z

BD:aq

*Note: The New Jersey Financial Aid Form - "The F.A.F." has been eliminated.

APPENDIX J

SCHOLARSHIP NEWSLETTER

JC PENNY "GOLDEN RULE AWARD"

SCHOLARSHIP: $1,000 - $10,000 TO THE WINNING ORGANIZATION.

ELIGIBILITY: VOLUNTEERS AS ADULTS OR GROUPS, IN EDUCATION AND YOUTHS ARE URGED TO APPLY. VOLUNTEER WORK MUST HAVE BEEN DONE IN OCEAN COUNTY.

REQUIREMENTS: ANY & ALL DOCUMENTATION OF VOLUNTEER PROJECT OR ACT.

DEADLINE DATE: MARCH 23, 1994

****

SALVATION ARMY

SCHOLARSHIP: TWO - $500.00 SCHOLARSHIPS

ELIGIBILITY: ANY GRADUATING SENIOR ACCEPTED INTO A 2 OR 4 YEAR COLLEGE. (PREFERABLY IN NEW JERSEY) WITH A MINIMUM GPA OF B(85) OR BETTER.

REQUIREMENTS:
1. OFFICIAL TRANSCRIPT
2. OFFICIAL APPLICATION
3. INTERVIEW MAY BE REQUIRED

DEADLINE DATE: APRIL 6, 1994

****

FOREIGN LANGUAGE EDUCATORS OF N.J.

SCHOLARSHIP: $500.00

ELIGIBILITY: N.J. HIGH SCHOOL SENIOR THAT HAS TAKEN A 4 YEAR SEQUENCE IN A FOREIGN LANGUAGE IN HIGH SCHOOL (COURSES TAKEN PRIOR TO 9TH GRADE DO NOT COUNT). STUDENT MUST INTEND TO PURSUE STUDIES LEADING TO A CAREER IN WHICH FOREIGN LANGUAGE PLAYS A ROLE.

REQUIREMENTS:
1. PROOF OF ACCEPTANCE TO A COLLEGE OR UNIVERSITY
2. ESSAY - SEE APPLICATION RULES
3. OFFICIAL TRANSCRIPT
4. OFFICIAL APPLICATION
5. AN INTERVIEW IN THE FOREIGN LANGUAGE MAY BE REQUESTED OF THE SEMI-FINALISTS.

DEADLINE DATE: APRIL 6, 1994

****

N.J. NATURAL GAS ENGINEERING SCHOLARSHIP

SCHOLARSHIP: $1,000.00

ELIGIBILITY: SENIOR, GRADUATING IN SPRING 1994 ENROLLING OR PLANNING TO ENROLL IN A FULL TIME UNDERGRADUATE PROGRAM (IN NJ) IN EITHER ENVIRONMENTAL ENGINEERING, ENVIRONMENTAL SCIENCE, CHEMICAL, CIVIL OR MECHANICAL ENGINEERING.

REQUIREMENTS: TRANSCRIPT

DEADLINE DATE: APRIL 15, 1994

BEST COPY AVAILABLE

LIONS HEAD SOUTH
LIONS PRIDE JOURNALISM SCHOLARSHIP

70

SCHOLARSHIP: $250.00

ELIGIBILITY: GRADUATING SENIOR PURSUING A CAREER OR COLLEGE MAJOR IN ANY FIELD OF JOURNALISM.

REQUIREMENTS: TRANSCRIPT

DEADLINE DATE: APRIL 15, 1994

****

SHORE CRAFT GUIDE

SCHOLARSHIP: THREE $1,000.00 SCHOLARSHIPS

ELIGIBILITY: APPLICANT MUST BE ACCEPTED FOR THE 94-95 ACADEMIC YEAR AT AN ACCREDITED AMERICAN INSTITUTION OF POST SECONDARY EDUCATION (EITHER 2 OR 4 YEAR) COLLEGE, TRADE OR TECHNICAL SCHOOL LEADING TO A DEGREE OR CERTIFICATION. MUST SHOW EVIDENCE OF INTEREST IN ARTS OR CRAFTS FIELD.

REQUIREMENTS:
1. 250 WORD ESSAY
2. LETTER OF RECOMMENDATION
3. COPY OF COLLEGE/SCHOOL ACCEPTANCE LETTER
4. ALL APPLICANTS MUST ATTEND MEMBERSHIP GUILD MEETING ON MAY 10 - 7:30 PM AT MASONIC TEMPLE - HWY 38 & MAXWELL DRIVE, WALL TWP, NJ AND PLAN ON DISPLAYING THEIR WORK OF ART.

DEADLINE DATE: APRIL 25, 1994

****

COUNTY COLLEGE

SCHOLARSHIP: FULL TUITION AND FEE TO OCEAN COUNTY COLLEGE

ELIGIBILITY: RESIDENT OF COUNTY AND GRADUATE OF AN COUNTY HIGH SCHOOL THIS JUNE 1994 AND RANKED IN TOP 10% OF HIS/HER GRADUATING CLASS (#1-30).

REQUIREMENTS:
1. OFFICIAL TRANSCRIPT
2. STUDENT MUST ALSO FILE FREE APPLICATION FOR FEDERAL STUDENT AID NO LATER THAN JUNE 1, 1994.

DEADLINE DATE: APRIL 25, 1994

****

LIONS

SCHOLARSHIP: $500.00

ELIGIBILITY: SENIOR AT PLANNING TO ATTEND AN ACCREDITED 2 OR 4 YEAR COLLEGE IN THE U.S.A. MUST BE AN HONOR STUDENT WITH A GPA OF 90 OR BETTER AND/OR RANKED IN TOP 1/5 OF CLASS (#1-60). STUDENT GOVERNMENT, ATHLETICS AND EXTRA CURRICULAR ACTIVITIES WILL BE CONSIDERED.

REQUIREMENTS:
1. APPLICATION MUST BE NEATLY PRINTED OR TYPED.
2. ESSAY APPROXIMATELY 250 WORDS.

DEADLINE DATE: APRIL 25, 1994

BEY LEA GOLF ASSOCIATION

SCHOLARSHIP: TWO - $1,000.00 SCHOLARSHIPS 71

ELIGIBILITY: [illegible] COUNTY GRADUATING SENIORS PLANNING ON CONTINUING THEIR FORMAL EDUCATION AT THE UNDERGRADUATE LEVEL. MUST HAVE C+ (84) AVERAGE AND FINANCIAL NEED. IT IS PREFERRED BUT NOT NECESSARY FOR CANDIDATE TO BE A MEMBER OF THEIR HIGH SCHOOL GOLF TEAM AND/OR HAVE AN INTEREST IN GOLF.

REQUIREMENTS: 1. OFFICIAL APPLICATION
2. OFFICIAL TRANSCRIPT
3. 3 LETTERS OF RECOMMENDATION

DEADLINE DATE: MAY 9, 1994

****

OLIN L. LIVESEY SCHOLARSHIP

SCHOLARSHIP: $250.00 TO $25,000.00

ELIGIBILITY. ALL SENIORS PLANNING ON ATTENDING A POST SECONDARY COLLEGE. VOCATIONAL OR TECHNICAL SCHOOL.

REQUIREMENTS. TRANSCRIPT

DEADLINE DATE: MAY 23, 1994

****

KOREA SOCIETY ESSAY CONTEST

SCHOLARSHIP: $250.00 TO $1,500.00

ELIGIBILITY. OPEN TO ALL STUDENTS ENROLLED IN GRADES 9-12

REQUIREMENTS. ESSAY - NO LONGER THAN 5 TYPED PAGES - ON THE TOPIC OF "MY VISION OF KOREA IN THE AGE OF GLOBALIZATION AND MULTICULTURALISM"

DEADLINE DATE. JUNE 1, 1994

****

INDIVIDUAL COLLEGES OFFERING SCHOLARSHIPS

KATHERINE [illegible] SCHOOL
33 PLYMOUTH STREET
MONTCLAIR NJ 07042
(201) 744-[illegible]
SCHOLARSHIP TEST DATE MARCH 26 - [illegible] AM

ELIZABETHTOWN COLLEGE
ELIZABETHTOWN PA 17022-9970
(717) 361-[illegible]
WRITING SCHOLARSHIP COMPETITION
APRIL 9, 1994

UNIVERSITY OF MAINE
FARMINGTON ME

BEST COPY AVAILABLE

APPENDIX K

SCHOLARSHIP AWARD LIST

SPONSOR	CONTACT PERSON TO PRESENT	Y/N	CRITERIA	AWARD	RECIPIENT
AARP #2577	Mr. Skirde		Outstanding Contribution	$ 200.00	Nadine Belas
AARP #2839	Ms. Bogden	Done	Music Academics/Leadership	$ 100.00 $ 100.00	Candace Bohichik Leah Camilo
Adams, Daniel	Mr. Alan Cuthbert x 329		Senior Track Member	$ 250.00	Bob Horn Tim Horn
Alpha Delta Kappa	Ms. Denise Antonacci Bev Wilson-presenter	Y	Education Major/Teach	$ 500.00	Ann Marie Donato
Bausch & Lomb	Mr. Milt Estelle		Excellence in Science	Medal/Certificate	Leah Camilo
Berkeley College of Business	Ms. Debbie Kraft	 Done	Outstanding Achievement Perseverance	Certificate Certificate	Kamien Lowe Jodi Hockins
Boys State 93'		Done	Leadership/Gov't	Attends 5 day Seminar	Chris Beck
Board of Ed. Awards	Bonnie Matthies		Business	Plaque	Michael Bilello
	Maureen Clifford		English	Plaque	Jennifer Goff
	Tom LaGratta		Fine Arts	Plaque	Ed Peters
	Rosemary Capitano		French	Plaque	Cara LaMastra
			German	Plaque	Jennifer Goff
			Italian	Plaque	Joseph Vitale

			Latin	Plaque	Leah Camilo
			Spanish	Plaque	Jessica Applegate
	Angelo Scarola		Industrial Arts	Plaque	Eric Creveling
			Home Economics	Plaque	Lisa Nagan
	Joe Gawlik		Mathematics	Plaque	Michael Lensi
	Janet Bush		Physical/Health Ed.	Plaque	Christopher Beck Luann Russell
	Milt Estelle		Science	Plaque	Jennifer Palmer
	Bill Kennedy		Social Studies	Plaque	David Meehan
	Marie Jupa		Special Programs	Plaque	Michael Botts
Board of Ed James Beaverson Award	Mr. Joe Tomaselli		Citizenship	Clock/Plaque	Matthew Doran
Chamber of Commerce	Dr. Libourdi	Done	Academics	$ 250.00	Kathleen Hart David Najdzinowicz
Democratic Club	Mr. Anderson 458-3172	Y	Political Science History/Leadership	$ 100.00	Leo Dohan
Elks - Local	Mr. Vince Tomen	Done	Academics	$ 1000.00	Ann Marie Donato Pam Jankowski
Exchange Club	Mr. Joe Tomaselli		Academics/Leadership	$ 200.00 Bond	Christopher Beck

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Lions Club	Mr. Tom Gialanella / Mr. Joe Mayer		Student Government Academics	Plaque $ 500.00	Keith Rella Deborah Baechlor
Lionettes	Ms. Sklar EARLY in program	Y	Academics	$ 1000.00	Kathleen Hart
Lions Pride	Ms. Fran Sotolo Ms. Lillian Lago-presenter EARLY in program	Y	Journalism	$ 250.00	Brian Hershberg
Historical Society	Ms. Joann Zezula Mr. Bill Kennedy		History	$ 100.00	Michael Lensi
Hospital Association	Ms. Audray Roblinski	Done	Hospital Volunteer	$ 1000.00	Luis Ballena
Presidents' Council	Ms. Darlene Heslin		PTA Member/Education	$ 150.00	John Cotrell
Rotary Club	Ms. Patricia Harraden Mr. Kawa-presenter	Y	Academics	$ 1000.00	Jessica Applegate, Leah Camilo, Kathleen Hart, Jodi Lee Hockins, Tammy Orlando
Womans' Club	Ms. Rizzo Ms. Helen Martin		Academics	$ 300.00	Ann Marie Donato
Womans' Club Evening Division	Ms. Joan Freeman			$ 150.00	Kirsten Metzler
High School Fine Arts Guild	Mr. Leon Morone	Done	Drama Club	$ 250.00 $ 200.00	Leah Camilo Heather Iocca
High School Football Parents Club	Mr. Tom Gialanella		Academics/Football	$ 500.00	Joseph Vitale
High School H.O.S.A.	Ms. Bev Wilson	Y	Outstanding Service	Bond	Leah Camilo, Heathe Iocca, Kathleen Hart, Jennifer Rupert
High School Marching Caravan	Mr. Tom LaGratta	Done	Outstanding Band Member	$ 500.00	John Cotrell

High School National Honor Society	Ms. Nancy Wheeler		N.H.S. Member	$ 100.00	Deborah Baechlor Leah Camilo
High School P.T.A.	Ms. Darleen Heslin x308 Drum Pt.	Done	P.T.A. Member	$ 500.00	Michael Botts
Buchy, David (P.T.A) Capitan Memorial Scholar.	Ms. Denise Montagna x305	Done Done	P.T.A.	$ 500.00 $ 250.00	Robert Horn David Najdzinowicz Tim Horn
Emma Havens P.T. A.	Ms. Cindy Romano		Graduate of School	$ 500.00	John Cotrell Heather Iocca
Engineers Club of Greenbriar	Mr. Charles Anderson	Y	Engineering Major	$ 50.00 Bond	Kirsten Metzler
Gruppuso, Eleanora Award	Ms. Denise Antonacci		Future Teacher	$ 1000.00	Cara LaMastra
Handchen, Harold Award	Mr. Jim Rochford		Varsity Player/Loyalty/Citizenship/ Character	$ 500.00 Bond	Melanie Morris
Homeowners of Greenbriar	Mr. Charles Anderson	Y	Academics	interest from $35,000 deposit	Jennifer Palmer
P.T.A.	Ms. Darlene Heslin	Done	PTA Member	$ 500.00	John Cotrell
Laurelton Art Society	Ms. Joann Zezula Ms. Linda Starzman		Excellence in Art	$ 250.00	Glenn T. Bates
Martin, Jack Award	Mr. Jim Rochfords Office Camile & Mr. Handchen		Athletics/Academics	$500.00	Luann Russell
Marine Corp. Distinguished Athlete	Mr. Jim Rochford Sgt.Brunett	Y	Athletics	Certificate	Luann Russell
Mathis, Charles 1st Fidelity Bank	Ms. Joann Bond	Y	Academics	$ 1000.00	Kathleen Hart
P.T.O.	Ms. Gale Walter		Attended	$ 500.00	Sharon Hampson

Minski, Gloria Award	Mr. Leon Morone	Done	Fine Arts	Plaque	Leah Camilo
NatWest Bank	Ms. Carolee Gavigan Dick Reynolds	Y	Outstanding Young Achiever	$1000.00 and Plaque	Deborah Baechlor
N.J.S.I.A.A.	Mr. Jim Rochford		Scholar/Athlete	Certificate	Christopher Beck Jennifer Palmer
Athletic Directors Sportsmanship Award	Mr. Jim Rochford	Done	Sportsmanship	Plaque	Melanie Morris Keith Rella
Superindentents Round Table Award	Mr. Joe Tomaselli	Done	Outstanding Student	Certificate & Breakfast	Leah Camilo Jennifer Palmer
Caring Award	Mr. Mike Armstrong	Done	Volunteer/Extra Effort	Plaque	Luann Russell
Old Guard	Mr. Ralph D'Andrea	Done	Academics Music	$ 500.00 $ 500.00	David Meehan Andy Voelker
P.T.A.	Ms. Elizabeth Trainor	Done	PTA Member	$ 300.00	Michael Botts
Principal's Leadership Award NASSP	Mr. Joe Tomaselli		Leadership/Academics	Certificate	Jennifer Palmer
Roberts, Jack Award	Mr. Tom Gialanella Tim Osborn			$ 500.00	Gabe Simon
Salvation Army	Mr. Dick Kinstler		Academics	$ 500.00	Ann Marie Donato
Sons of the American Revolution	Rev. John Case	Y	Good Citizenship	Certificate	Keith Rella
Tandy Awards	Tandy Corporation		Top 2% Senior Class	Certificate	Leah Camilo, Kathleen Hart, Jennifer Palmer, Leo Dohan, Matthew Doran, Deborah Baechler, Nadine Belas

U.S.Air Force Awards	Sgt. Jacqueline Thomas		Excellence in Math & Science	Certificate	Leah Camilo, Kathleen Hart, Jennifer Palmer, Leo Dohan, Deborah Baechlor,
Warren Wolf Scholarship	Mr. Tom Gialanella		Academics & 4 yr. participation in Br. Ftbl.	$ 1000.00	John Ryan
Principal's Award	Mr. Joe Tomaselli		Citizenship	Plaque	Leah Camilo
Assistant Principal's Award	Mr. Bob Cozza Ms. Eunice Pschoor		Citizenship Citizenship	Plaque Plaque	Luann Russell Kathlyn Lutz
Valedictorian			#1 Student	Statue	Leah Camilo
Salutatorian			#2 Student	Statue	Jennifer Palmer

Miscellaneous	***Awards***		***Criteria***	***Award***	***Recipient***
"Semper Fidelis" Award	Sgt. Burnett	Y	Musical Achievement	Certificare	Andrew Voelker
Masonic Charity	Masonic Charity Foundation	Done	Academics	$ 2000.00/yr renewable	Jessica Applegate
National Hispanic Scholarship Fund		Done	Hispanic Heritage/Academics	$ 1000.00	Leah Camilo
Macy's Special Recognition/Service Award	Macy's N.Y.C. Pre-School Teacher Marion Colton-presenter	Y	Outstanding Contribution	Certificate/Letter	Michael Botts
Miss America Organization		Done	Outstanding Band in Miss America Parade	$ 1000.00 $ 1000.00	Leah Camilo Sarah Doran
Deborah Hospital			Volunteerism	Certificate	Kathleen Hart
Century III Leaders	Sylvan Learning Centers/NASSP		Leadership	Certificate	Kathleen Hart
Walmart		Done	Academics	$ 1000.00	Kathleen Hart
ROTC		Done	Engineering	3 yr. scholarship	Celina Durkee Ernest Adams
Vincent "Max" Buono Scholarship				$ 50.00	Melissa Stancatti
AAU/Mars All American Honorable Mention				Certificate	Leah Camilo
Teamsters Local 11		Done		$ 4000.00	Michelle Zeevalk
Special Programs Award	Ms. Paladino presenter	Y	Achievement	Certificate	Michael Campos

American Assoc. Teachers of German				Certificate	Darlene Karas
Jr. Woman's Club	Ms. Shirley A. Holly Ms. Jane Kohlrenken		Participation in 31st O.C. Cheerleading Invitational	$ 280.00	Melissa Stancati
J.C. Penny Golden Rule Award		Done		Certificate/Gifts	Jennifer Rupert
Governors School Delegates		Done	Academics/Leadership	Attend 5 day seminar	Deborah Baechlor, Leah Camilo, Jennifer Palmer
Tomorrow's Leaders		Done	Leadership/Service	Certificate	Jennifer Palmer
Ciba Geigy Science Award		Done	Science Achievement	$ 100.00 Bond	Leah Camilo
Coca Cola Finalist		Done	National Academic Competition	Letter	Jennifer Palmer
Storer Cable	Mr. Vinnie Verrico William O'Brien	Done	Academics	$ 1500.00	Deborah Baechlor
Alliance Francaise Award	Ms. Capitano	Done	4 yrs. of excellence in French	Medal	John Ryan

OTHER AWARDS			***Criteria***	***Award***	***Recipient***
Presidential Academic Fitness Awards	President Bill Clinton		Top 5% Senior Class	Gold Certificates	Leah Camilo, Kathleen Hart, Jennifer Palmer, Leo Dohan, Deborah Baechlor, Nadine Belas, Matthew Doran, David Meehan, Kirsten Metzer, Sharon Hampson, Sarah Doran, John Cotrell, Jessica Applegate
			Top 6-10% Senior class	Silver Certificates	Christopher Beck, Tim Horn, Luis Ballena, Michael Lensi, Bob Horn, Ernest Adams, Melissa Stancati, Michelle Chave, Eric Creveling, Jackie Durbin, Lara Carlucci, Heather Iocca, Tina Ottone, Brian Hershberg
E.J. Bloustein Distinguished Scholars	N.J. Dept. of Higher Education		Top 10% Senior Class with min. 1200 SAT on one test at end of jr. yr.	$ 1000.00 to be used at a N.J. College	Leah Camilo, Eric Creveling, Kathleen Hart, Heather Iocca, Kirsten Metzler, Jennifer Palmer

Garden State Scholars	N.J. Dept. of Higher Education		Top 20% Senior Class with min. 1000 SAT at the end of the jr. yr. , w/ an academic index of 236	$ 500.00 to be used at a N.J. College	Ernest Adams, Jessica Applegate, Deborah Baechlor, Chris Beck, Nadine Belas, Elliott Cordo, John Cotrell, Leo Dohan, Matt Doran, Sarah Doran, Sharon Hampson, Brian Hershberg, Arthur Jensen, Michael Lensi, David Meehan, Melissa Stancati

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SCHOLARSHIPS AWARDED PER YEAR

Beaver College
Cottrell, John - $8,000

Berkeley College
Carlock, Adel - $4,000
Lowe, Kamien $9,000

Georgian Court College
Morris, Melanie - $1,500
Orlando, Tammy - $6,330
Paslowski, Lynn - $2,000
Russell, Lu Ann - $12,500

Kean College
Reilly, Merrie - $1,200

King's College
O'Shea, Megan - $4,000

Lebanon Valley College
Horn, Robert - $6,500
Porbansky, Jennifer - $5,000

Loyola College
Metzler, Kirsten - $6,250

Monmouth College
Gaglione, Anthony - $5,730
Jankowski, Pamela - $6,210
Kalliaras, Alex - $4,000
Manfra, Brian - $3,500

N.J.I.T.
Rooney, Tim - $10,000

Northwestern University
Palmer, Jennifer - $15,000

Peddie School
Adams, Ernest - $14,000

____ County College
Ottone, Tina - $1,200
Romano, Michael - $1,200

C.V.T.S.
Ehrhardt, Dennis - $750
Grano, Christopher - $750
Keegan, Melissa - $750
Kraemer, Charles - $750
Perrine, Deb - $750
Pirnik, Kelly - $750
Woodrick-Yuill, Jessica - $750

Richard Stockton College
Dohan, Leo - $1,000

Rose Hulman Institute
Lensi, Michael - $1,000

Stevens Institute of Technology
Reme, Mark - $10,000

Stuart School
Krakowsky, Mandie - $1,500

Trenton State College
Belas, Nadine - $1,000
Hart, Kathleen - $2,000

Union College
Placa, Michelle - $1,200

University of South Florida
Heruska, Richard - $3,200

Ursinus College
Doran, Matthew - $7,500
Doran, Sarah - $7,500
Iocca, Heather - $7,000
Meehan, David - $7,000

Villanova University
Jensen, Arthur - $13,800

Wagner College
Narmour, Sherry - $4,625

West Virginia Wesleyan College
Wisniewski, Cheryl - Art Scholarship

Total - $200,695 per year

Total - $802,780 four years

APPENDIX L

SENIOR FINAL PLANS FORM

SENIOR - FINAL PLANS - CLASS OF 1994
HIGH SCHOOL

NAME_____ DATE_____

ETHNIC GROUP - CIRCLE ONE

CAUCASIAN NATIVE AMERICAN HISPANIC AFRICAN AMERICAN ASIAN/PACIFIC ISLANDER

At this point in time, my post secondary plans immediately following high school are as follows:

MALE FEMALE

☐ BUSINESS SCHOOL _____

2 YEAR_____ 4 YEAR_____

IN STATE_____ OUT OF STATE_____

☐ COLLEGE _____

2 YEAR_____ 4 YEAR_____

IN STATE_____ OUT OF STATE_____

MAJOR _____

☐ MILITARY_____

☐ TRADE/TECHNICAL SCHOOL/ VTS (POST SECONDARY)

_____

IN STATE_____ OUT OF STATE_____

☐ WORK

☐ UNCERTAIN

☐ FINAL TRANSCRIPT